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ABSTRACT

New research has found a clear connection between nutrition and learning. This document highlights the importance of good nutrition in preparing children to learn and identifies California schools' crucial role in building healthy eating habits. The role of nutrition services in a comprehensive school health system--including the development of a nutrition policy, access to nutritious meals, and nutrition education is discussed. The importance of creating partnerships that include parents and community members, in part by setting up advisory groups that address broad policy issues, is stressed. The conclusion lists California agencies and contact information for those interested in implementing healthy food choices and a greater emphasis on nutrition in their districts. Checklists for action are included for superintendents and school board members, principals, and the director of child nutrition services. Contains 17 references and a summary of organizational resources. (DR)

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# *Eat Well, Learn Well*

Better Attendance

Improved School Performance

Fewer Discipline Problems

California Department of Education
Child Nutrition and Food Distribution Division

*Eat*

*Well,*

*Learn*

*Well*

New research has found a clear connection between nutrition and learning. The findings show that children and youths will be ready to learn and will achieve their fullest potential only if they are well nourished and healthy. Such children have better attendance at school, concentrate more on their lessons, and achieve improved performance.

No child is immune from the effects of hunger. Chronic undernutrition, usually a result of poverty, compromises children's cognitive and social development. Yet even children from homes with adequate incomes can experience transient hunger that affects their daily ability to learn or suffer from malnutrition because of poor food choices.

As a leader in your school community, you can help ensure that students are prepared for their educational day. Working together with families and the community, you can lead the development and implementation of policies and procedures that support good nutrition for all students.

## Purpose of This Document

This document highlights the importance nutrition plays in preparing children to learn. It provides a conceptual model for the nutrition services component of a comprehensive school health system and is based on the work of pilot projects conducted throughout the state. Further, it identifies the crucial role schools can have in building healthy nutrition habits by including nutrition services as part of a comprehensive school health system. In this system children will have access to nutritious meals and receive up-to-date nutrition education that is integrated into other curricula. Administrators can ensure the success of their program by implementing policies and encouraging partnerships that support nutrition services. This document provides practical ideas and helpful resources for achieving program goals. The complete package includes the *Statement of the Link Between Nutrition and Cognitive Development in Children* and *Better Breakfast: Better Learning*, both of which highlight current research on the relationship between nutrition and learning.

These materials and resources should be used in conjunction with earlier program advisories to help define and implement district nutrition policies.[1] Together we can realize the vision that all California children will be nourished and healthy so that they are ready to learn and able to achieve their fullest potential.

*"The challenge now is to incorporate this new knowledge into programs and policies which improve the nutritional status and cognitive development of our most vulnerable youngsters."*

**Ernesto Pollitt**
Professor of Pediatrics
University of California, Davis

## Philosophy of a Comprehensive School Health System

Readiness to learn requires the development and implementation of a comprehensive schoolwide system that promotes the *health literacy* of students and develops nutrition and health-related knowledge, skills, attitudes, and behaviors.[2] In this comprehensive school health system, nutrition services are established as essential to learning. For the system to be effective, the school district must implement nutrition practices that support the common goal of providing a safe and healthy environment

[1] "Nutrition and Its Partnership with Education" (FSB. 89/90-6); "California Daily Food Guide" (FSB. 89/90-10); "California Daily Food Guide and Nutrition Concerns of California's Children and Youth" (FSB. 92/93-02). Additional copies are available from the Nutrition Education and Training Section, California Department of Education; telephone (916) 323-2468.

[2] The *Health Framework for California Public Schools, Kindergarten Through Grade Twelve*, defines health literacy as "the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which are health-enhancing."

*A comprehensive school health system has eight components:*

- *Health education*
- *Physical education*
- *Nutrition services*
- *Health services*
- *Psychological and counseling services*
- *Safe and healthy school environment*
- *Health promotion for staff*
- *Parent and community involvement*

for children and youths in the schools. Commitment to this philosophy is important at all levels within the school community. Policies should include provisions ensuring that:

- Healthy food choices are available through school meals and all other foods on campus.
- Comprehensive, sequential nutrition education standards are developed and implemented from prekindergarten through grade twelve.
- Partnerships that promote health and nutrition within the school and throughout the community are encouraged.

## Role of Nutrition Services in a Comprehensive School Health System

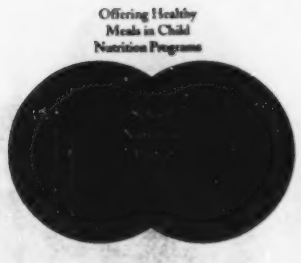
As an integral part of the comprehensive school health system, nutrition services contribute significantly to the well-being of students. Dietary habits start during childhood; and, over the course of a lifetime, those habits will either contribute to an individual's good health and prevent disease or will have a negative impact on health. Because health and well-being are essential for children to do their best at school, consistent and accurate messages about nutrition must be taught and modeled throughout the entire school community. Successful implementation will require shared responsibility through a team approach.

### Development of Nutrition Policy

The commitment to provide healthy foods in an environment that supports the development of healthy eating habits is known as *nutrition integrity*. A school district that promotes nutrition integrity will have at its center a strong policy statement that makes high performance standards a priority in the child nutrition program, in nutrition education, and throughout the school community. To promote the effective coordination of each component of nutrition integrity, all members of the school community must collaborate to develop and implement health-enhancing policies. School board members and administrators, working together with child nutrition personnel, teachers, students, and parents, can formulate nutrition policies that address the need for access to healthy meals and accurate nutrition education in an environment that supports and reinforces the development of positive behaviors.

The Child Nutrition Shaping Healthy Choices Campaign is the nutrition services component of the comprehensive school health initiative known as Healthy Kids, Healthy California. In

partnership with others in the comprehensive health system, model projects have (1) developed policies that support a consistent nutrition message; (2) improved meal quality by implementing the *Dietary Guidelines for Americans;* and (3) promoted nutrition education to assist students in making healthy choices. These model schools are known as SHAPE (Shaping Health As Partners in Education) schools. Their successes can serve as a resource for districts as the health and nutrition goals of the school community are being implemented.




**At the center of quality nutrition services is a strong policy statement that makes high performance standards a priority.**

*Resources for Development of Nutrition Policy*

In 1992 the California State Board of Education adopted policies that address (1) food and beverage sales on school campuses; (2) nutrition education and training; and (3) the nutritional quality of foods available in schools. In addition, other laws and regulations govern the sale of food and beverages on school campuses. In January, 1993, the California Department of Education sent to each school district a program advisory titled "California Daily Food Guide and Nutrition Concerns of California's Children and Youth" (FSB: 92/93-02), which included copies of those policies. The action steps at the end of this document provide additional ideas for policy development. Contact the California School Boards Association at (916) 371-4691 for sample policy statements.

## Access to Nutritious Meals

School breakfast and lunch programs provide students with the energy and nutrients required for optimal cognitive development and performance. The accompanying document, *Statement on the Link Between Nutrition and Cognitive Development in Children,* highlights recent research on the importance of good nutrition to learning. Studies indicate that some students depend on school meals for a major portion of their daily nutritional intake. Research has also shown that the intake of children who participate in the school meal program is superior to the intake of the children who do not participate. Meal quality has improved in recent years because many school districts now include more food choices that embody the recommendations of the *Dietary Guidelines for Americans.* As part of the School Meals Initiative for Healthy Children, the U.S. Department of Agriculture is developing new regulations for school meals consistent with the *Dietary Guidelines* and other up-to-date, scien-

*The nutritional intake of children who participatae in the school meal program is superior to the intake of the children who do not participate.*

*"High achievement on standardized tests requires consistent, healthful food intake throughout the year, not only during evaluation periods."*

*Better Breakfast, Better Learning*

tific nutritional recommendations on nutrition. Over the next few years, then, even more children will have access to healthy meals as all school lunch sponsors implement these guidelines.[5]

The publication titled *Better Breakfast, Better Learning* discusses important new information about transient hunger and the detrimental effects it has on students' daily learning capacity. As the time between meals increases, concentration and behavior suffer. In addition, the quality of the meal is important. The sustained energy levels for learning of children who eat well-balanced meals, such as school breakfasts, are higher than the levels of children who select a meal high in sugar or fat. Studies conducted by Massachusetts researchers have shown that children who participate in the School Breakfast Program score higher on standardized achievement tests and have lower rates of absence and tardiness. Teachers agree that there is an obvious difference in students who eat breakfast. Because the school breakfast and lunch programs are for all students, everyone is able to benefit from the services if they are available.

Once healthy meals are available on campus, students need an environment conducive to eating: pleasant surroundings, short lines, and sufficient time (at least 30 minutes) to eat. In addition, elementary school students will benefit most from the meal when it is followed by a quiet learning time rather than physical activity.

### *Resources for Access to Nutritious Meals*

- SHAPE schools have successfully redesigned their menus to reflect the recommendations of the *Dietary Guidelines for Americans*. Students have accepted healthy food choices because they have been part of the advisory team. They have had their preferences considered and have taste-tested new food items. For more information on specific accomplishments of SHAPE schools, contact the Nutrition Education and Training Section at (916) 323-2468.
- Many California schools now participate in the School Breakfast Program. Perceived barriers have been creatively overcome when the health of the children is kept foremost in the minds of school planners. For start-up information on grants and ideas on implementation, contact the School Nutrition Programs Unit at (916) 323-1580.

[5] CDE's Child Nutrition and Food Distribution Division is currently developing a training plan to assist districts with implementation of these new regulations. More information will be provided to you as it develops.

## Nutrition Education

Through nutrition education in the classroom, students gain the knowledge, skills, and motivation needed to make wise food choices. They learn that healthy foods are intimately connected with physical, mental, emotional, and social health; energy level; self-image; and physical fitness. A comprehensive nutrition education program integrates nutrition lessons with the core curriculum. The most effective nutrition education links the school's child nutrition programs with classroom activities by providing opportunities for food tasting, preparation, and menu planning. Adequate preservice and ongoing training by qualified nutrition education specialists will provide teachers with the resources needed to help children develop healthy eating behaviors.

Students' nutritional choices, are influenced, however, by the nutrition information they receive throughout their environment. Informal nutrition education occurs everywhere and often has more impact on student behavior than formal teaching does. Choices made by respected adults and admired peers send powerful messages that are difficult to ignore. Students must, therefore, receive consistent, accurate nutrition information at school. When nutrition education in the classroom is modeled throughout the campus (e.g., in classroom parties, school-sponsored fund-raisers, student stores, and faculty lunches), it provides and reinforces a consistent message on nutrition. The benefits will reach beyond the school setting as children take healthy messages home to their family and encourage appropriate changes.

*"Children and adolescents are more likely to practice healthy behaviors when those behaviors are broadly supported at school, at home, and in the community."*

*Health Framework*

### *Resources for Nutrition Education*

- A nutrition education specialist can be a great asset to a school district. As a professional with expertise in nutrition science and learning theory, the specialist can assess the nutrition education needs of the district and help develop programs that meet those needs. In addition, the specialist can provide in-service training for teachers, develop nutrition units and teaching aids coordinated with the curriculum, consult with other health professionals to meet the needs of children on special diets, conduct educational programs for parents so that they understand and reinforce the school program, and represent the district on nutrition issues to the larger community. SHAPE schools have found that the

*"When Haight School first received the* Choose Well, Be Well *nutrition grant, teachers were reluctant to add another subject to their already overcrowded schedule. Now, three years into the project, teachers consider nutrition education an integral part of their curriculum and have created a myriad of creative cooking activities that enhance the rest of their curriculum."*

Teacher
*Choose Well, Be Well*
Grant Coordinator

services of the nutrition education specialist is integral to the success of their comprehensive nutrition service programs—whether the specialist is employed full time or part time. To help with costs, neighboring districts sometimes share the specialist's time. To locate a nutrition education specialist in your area, contact the Nutrition Education and Training Section at (916) 323-2473.

- *Choose Well, Be Well* is a series of nutrition curriculum guides designed by teachers and nutrition experts for students in preschool through grade twelve. It provides scientifically accurate, relevant information about nutrition so that children can evaluate nutrition claims and make wise food choices. A team is currently updating the guides by replacing the four basic food groups with the food guide pyramid and will be making other minor revisions as necessary. The target date for completion is fall, 1996.
- In past years minigrants were provided to some schools to assist with the curriculum's implementation. This year, however, the focus for *Choose Well, Be Well* grants expanded. Funding will be provided to a limited number of school districts or county offices of education to develop and implement a comprehensive nutrition services plan. As described here, nutrition services include nutrition education, nutritious and appealing meals and other foods, and partnerships within the school and the community—all supported by district-adopted nutrition policies. Approximately $15,000 to $20,000 will be available each year for selected proposals. Projects will be funded for up to two years. For more information on the minigrants and curriculum implementation ideas, contact the Healthy Kids, Healthy California Office at (916) 657-2899. For information on ordering the curriculum, contact the Department's Sales Unit at (800) 995-4099.
- USDA's Food Guide Pyramid is a helpful nutrition education tool. In contrast to previous guides, which represented a foundation diet, the pyramid represents the total diet, addressing overnutrition as well as undernutrition. It graphically represents the *Dietary Guidelines for Americans* and illustrates the key concepts of variety,

moderation, and proportionality. New educational materials using the pyramid are becoming increasingly available.

- One adaptation of the Food Guide Pyramid is the enclosed Nutritious Foods Pyramid, which illustrates how snacks and other foods can be classified according to fat levels. This tool can be used in the classroom, in the cafeteria, next to vending machines, or at other locations where food is available to help students and others make healthful choices. For example, it can be used to select foods with lower fat levels for fund-raising and for staff or classroom parties. In this way a consistent message on the healthfulness of lower fat foods will be promoted throughout the school. Copies of the USDA Food Guide Pyramid and the Nutritious Foods Pyramid are available from the Nutrition Education and Training Section; telephone (916) 323-2468.
- Many resources are available from the California Department of Education's Healthy Kids Resource Center, located in Hayward, California; telephone (510) 670-4581. The center assists schools with health literacy promotion by lending, free of charge, specific instructional resources for use in the classroom or staff development sessions. It also lends curriculum review kits for use during the school's review and selection of appropriate resources.

*Accomplishing the task of changing the food habits of children demands involving a variety of people.*

## Creating Partnerships

All members of the comprehensive school health system share responsibility for reinforcing and modeling health-promoting behaviors. Enlisting their participation is critical for success. Building partnerships with students, parents, teachers, administrators, other schools or school districts, and business and community groups will help ensure that all are delivering to students the same message about nutrition and health. Additionally, partnerships can reduce costs associated with program implementation by sharing resources and staff or consultant time.

Studies in California show that parents and community members are concerned about the nutritional status of their children. Their interest in nutrition services is high, transcending ethnicity and education. These school partners feel strongly that the child nutrition programs should adhere to current nutrition

*"As a parent of four, I know that for kids to get the message that good nutrition makes a difference, they need to hear it again and again—at home and at school. We need to work together to make sure this happens."*

guidelines, such as the *Dietary Guidelines for Americans*. They are also convinced that schools need to go beyond the cafeteria and develop policies to eliminate junk food in vending machines on school campuses and substitute healthy foods. Further, they recognize the importance of incorporating physical activities and fitness concepts with nutrition education so that children clearly understand that good health is the result of a healthy lifestyle. Everyone wants what is best for children, and good nutrition education and services are viewed as being very important.

Advisory groups provide one way in which partnerships can develop and serve to strengthen the nutrition services program. These groups can exist at any level within the school community and can serve to address broad policy issues or focus on one aspect of the program. For example, a district health advisory group consists of personnel who work in health-related fields or have a particular interest in that area. Their expertise will assist in the identification of appropriate health and nutrition goals and objectives. In addition, they can expand the base of support for the program as they make contact with their colleagues throughout the community.

*Resources for Creating Partnerships*

- The Healthy Start programs established by State Senator Robert Presley's Senate Bill 620 (1991) have created innovative, collaborative partnerships to meet the needs of low-income children, youths, and their families for health and mental health services, social services, and academic support. Schools, school districts, county offices of education, health and human service agencies, city and county government, and other public and private agencies and businesses work closely together. Through these partnerships agencies and individuals focus their collective energy, expertise, and resources on finding solutions to the problems that their school communities are facing. For more information on the Healthy Start Program, contact the Interagency Children and Youth Services Division at (916) 657-3558.
- SHAPE schools have successfully involved all members of the school community as they have expanded and improved nutrition services in their schools. They have found that the use of nutrition advisory councils (NACs) is a wonderful way to strengthen the partnership between the school site, parents, and the child nutrition program.

- NACs, which are composed of students interested in learning more about nutrition and the school's child nutrition program, can be an excellent means of discovering student reactions to food served in the cafeteria as well as student ideas and opinions about food-service operations. The on-site NAC group works together with child nutrition staff, instructional and administrative personnel, and parents. It creates an opportunity for peer leadership and peer coaching by enabling upper-grade classroom representatives to help students in the lower elementary grades learn the importance of good nutrition. For more information about NAC groups, contact the California School Food Service Association at (415) 453-6325.

*"Meeting these challenges is the only wise course toward securing the future of the nation. But more than that, it is the right and moral thing to do for our young people, and we must accept nothing less."*

*Code Blue: Uniting for Healthier Youth*

## Conclusion

Together with parents and the community, schools can play an important role in ensuring that students have access to healthy food choices and that systems are in place to support the overall health of students. District and school policies that promote a consistent message on nutrition will form the foundation for a successful nutrition services program. Research data clearly demonstrate the strong relationship between nutrition and readiness to learn. Access to healthy foods throughout the school campus is essential and reinforces classroom nutrition education. Resources and successful strategies are available to assist school teams in forming and implementing policy on nutrition.

Please join in these efforts to address the nutrition and health needs of our children and youths so that they are truly ready to learn and achieve their fullest potential. Feel free to duplicate this publication as needed. For further information, contact the Nutrition Education and Training Section at (916) 323-2473; or the Director, Child Nutrition and Food Distribution Division, at (916) 322-2187 or, toll-free, (800) 952-5609.

# What You Can Do

## Superintendents and School Board Members

1. Involve the nutrition services director and community health and nutrition specialists on the school district and school site advisory committees to integrate nutrition into the comprehensive school health system, Healthy Start, restructuring programs, and the curriculum.
2. Review current policies and practices related to nutrition in your district for commitment to and support of consistent nutrition messages and practices. Does your district have policies that, for example:
   a. Establish the school breakfast and lunch program in every school?
   b. Promote nutrition services as a component of the comprehensive school health system?
   c. State that all campus food sales should support the nutritional well-being of students by offering healthful choices?
   d. Comply with federal regulations, state law, and California administrative codes that govern the sale of foods and beverages on school campuses?
3. Develop and implement specific school district policies on the nutritional quality of all food and beverage items sold on campus. In 1992 the State Board of Education adopted three nutrition policies that are available for use by school boards (see references).
4. Support a well-planned, sequential health education curriculum that integrates nutrition education throughout as it promotes health literacy in the context of a comprehensive school health system. Consider a curriculum such as *Choose Well, Be Well.*
5. Assess the health and nutrition education knowledge of those responsible for teaching this topic in the classrooms. Support ongoing professional development for teachers and nutrition services staff as well as efforts to enhance teacher credentialing programs.
6. Ensure that nutrition services staff and health services personnel work closely together to meet nutritional needs of students with special health care needs.
7. Support sufficient time to eat (at least 30 minutes) in a safe, comfortable, and inviting dining area.
8. Invite community leaders, school food service personnel, and interested parents to board meeting for discussion of school food programs.

## Principals

1. Establish a nutrition advisory council to develop and implement a plan to improve nutrition services throughout the school setting. Include teachers, students, nutrition services staff, parents, and others.

2. Examine the environment in which your students are eating breakfast and lunch. Schedule sufficient time to eat (at least 30 minutes) and ensure that the dining area is safe, comfortable, and inviting. Consider scheduling physically demanding activities at times other than meal times.
3. In compliance with district procedures, identify and work with organizations and individuals in the community (such as the American Heart Association, local dietetic associations, and others) that may be able to provide resources to further develop nutrition services. (*Note:* All instructional resources, including ones provided free of charge, must comply with codes and standards.)
4. Support efforts to improve the nutritional quality of food served throughout the campus by encouraging healthy choices at (1) mealtimes; (2) parent- or teacher-sponsored functions; (3) vending machines; and (4) fund-raising events (consider fund-raising activities that do not involve food).
5. Encourage in-service nutrition education for teachers by a nutrition education specialist.
6. Develop internships or cooperative education experiences for students so that they can participate in healthy food production and explore career opportunities in food services and nutrition services.

## Director of Child Nutrition Services

1. Continue to plan menus that reflect the *Dietary Guidelines for Americans* and the USDA food guide pyramid. Develop and utilize food specifications for processed foods that are consistent with those guidelines.
2. Develop and implement marketing and promotion plans in collaboration with other members of the school community. Work with teachers and parents in menu-planning activities for classrooms; encourage healthy food merchandising by youth advisory councils or student councils; and develop marketing materials and strategies, such as providing nutrient data of menu items, establishing a sports training table, furnishing a suggestion box, conducting nutrition oriented contests, and so on. Encourage teachers, students, and parents to help promote policies that support the availability of healthy foods.
3. Incorporate foods into the menus that reflect the cultural diversity and preferences of the school population.
4. Encourage career development for child nutrition staff to promote upward mobility and nutrition education. Model the plan after the recommendations of the California Department of Education and the California School Food Service Association.
5. Join the Healthy Kids Advisory Committee or *Health Framework* Implementation Committee within the district. Provide ideas and expertise on nutrition services.

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*The California Daily Food Guide: Dietary Guidance for Californians.* Developed by the California Department of Health Services in collaboration with the California Department of Aging and the California Department of Education. Sacramento: California Department of Education, 1990.

*The California Dietary Practices Survey of Children, Ages 9 to 11 Years: Focus on Fruits and Vegetables—Key Findings.* Developed by the Nutrition and Cancer Prevention Program, California Department of Health Services, and the California Public Health Foundation, 1993.

California *Education Code:* Section 39876 (sale of specified food items); Section 48931 (authorization for sale of food by student or adult entity or organization); Section 49490 (legislative findings and declarations on hunger and malnutrition); Section 49500 (meals for pupils); Section 49530 (legislative intent that no child shall go hungry at school or a child development program).

California State Board of Education Policies on Nutrition, adopted January, 1992:
"Nutritional Quality of Food and Beverages Available in California Public Schools"
"Nutrition Education and Training"
"Establishment of Local Policies on Nutritional Quality of Food and Beverages Sales on Public School Campuses"

Choose Well, Be Well Nutrition Curriculum Guides for Preschool through High School. Sacramento: California Department of Education.
*A Curriculum Guide for Preschool and Kindergarten* (1982)
*A Curriculum Guide for the Primary Grades* (1982)
*A Curriculum Guide for Upper Elementary Grades* (1984)
*A Curriculum Guide for Junior High School* (1984)
*A Curriculum Guide for High School* (1984)

*Eat to Learn, Learn to Eat: The Link Between Nutrition and Learning in Children.* Washington, D.C.: National Health/Education Consortium (National Commission to Prevent Infant Mortality and the Institute for Educational Leadership), 1993.

*Health Framework for California Public Schools, Kindergarten Through Grade Twelve.* Sacramento: California Department of Education, 1994.

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*Statement on the Link Between Nutrition and Cognitive Development in Children.* Developed by the Center on Hunger, Poverty, and Nutrition Policy. Medford, Mass.: Tufts University, 1994.

"Strategies for Success: Shaping Health As Partners in Education (SHAPE)." Prepared by the Child Nutrition and Food Distribution Division. Sacramento: California Department of Education, 1993.

*Toward Healthy Schools.* Sacramento: California Department of Education, 1992.

# Summary of Resources

## Development of Nutrition Policy

Child Nutrition Program Advisories:

- "California Daily Food Guide and Nutrition Concerns of California's Children and Youth" (FSB:92/93-02)
- "Nutrition and Its Partnership with Education" (FSB: 89/90-6)
- "California Daily Food Guide" (FSB: 89/90-10)

*Contact:* Child Nutrition and Food Distribution Division
Nutrition Education and Training Section
(916) 323-2468
(916) 323-4311 (FAX)

Sample Nutrition Policy Statement

- "Other Food Sales"

*Contact:* California School Boards Association
(916) 371-4691
(916) 371-3407 (FAX)

## Access to Nutritious Meals

SHAPE Networks

*Contact:* Child Nutrition and Food Distribution Division
Nutrition Education and Training Section
(916) 323-2468
(916) 323-4311 (FAX)

School Breakfast Program

- Start-up Grants
- General Information

*Contact:* Child Nutrition and Food Distribution Division
School Nutrition Programs
(916) 323-1580

## Nutrition Education

*Choose Well, Be Well*

- Implementation grants

*Contact:* Healthy Kids, Healthy California Office
(916) 657-2899
(916) 657-5149 (FAX)

- Curriculum guides

*Contact:* Bureau of Publications
(800) 995-4099

Nutrition Education Specialist

*Contact:* Child Nutrition and Food Distribution Division
Nutrition Education and Training Section
(916) 323-2468
(916) 323-4311 (FAX)

Resource Center Lending library

*Contact:* Healthy Kids Resource Center
(510) 670-4581
(510) 670-4582 (FAX)

## Creating Partnerships

Healthy Start Program

*Contact:* Interagency Children and Youth Services
(916) 657-3558

Nutrition Advisory Councils

*Contact:* California School Food Service Association
(415) 453-6325

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